JAN 1928

# Journal of EDUCATION

BOSTON, MASS.
Vol. CVII., No. 1

January 2, 1928

TEN CENTS A COPY
BY THE YEAR, $3.00

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

*Just Published*

## Bowman and Percy's Principles of Bookkeeping and Business

### ADVANCED COURSE

*By* CHARLES E. BOWMAN, B.B.A., Head of Department of Commercial Instruction, *Girard College*; Instructor in Methods for Commercial Teachers, *Temple University*, Philadelphia, Pa., and ATLEE L. PERCY, A.B., B.B.A., C.P.A., Professor of Accounting, and Director of Courses for Commercial Teachers, *College of Business Administration*, Boston University. FREDERICK G. NICHOLS, Associate Professor of Education, *Harvard University*, General Editor.

THIS new book, which is intended for pupils who have had one year of Elementary Bookkeeping, such as is afforded by the authors' *Elementary Course*, includes an abundance of practice material and carefully selected accounting problems for classroom discussion.

The two accompanying "practice sets" provide practice in applying principles and in operating a complete set of bookkeeping records. Besides training the student to become an efficient bookkeeper, the course shows him the significance of accounts from the standpoint of business management.

**AMERICAN BOOK COMPANY**

NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

## HEALTH FOR EVERYDAY

## HEALTH IN HOME AND NEIGHBORHOOD

BIGELOW AND BROADHURST
Columbia University

Two books which establish clear ideas concerning good health. The first book teaches the formation of correct personal health habits, both mental and physical. The second book stresses the healthful arrangement of home, school, and neighborhood, pointing out the effect of community sanitation upon the health of the individual.

---

**SILVER, BURDETT AND COMPANY**

New York Newark Boston Chicago San Francisco

## Lummis — Schawe

# HEALTH READERS

**Book I. THE SAFETY HILL OF HEALTH**

**Book II. BUILDING MY HOUSE OF HEALTH**

The purpose of these readers is to teach the simple rules of health through reading. This material gives to first and second year pupils the fundamentals of wholesome living. It is carefully graded for vocabulary; its style is rich in the charm and spirit that the child demands. The illustrations in color are of the finest type. Just such exceptional reading as these books provide is needed in every school program for health.

*Send for further information*

**WORLD BOOK COMPANY**

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
*Also* Atlanta, Dallas, San Francisco, Portland and Manila

## 1928

**A New Year on the Calendar**

**A New Opportunity in Music for Schools Using**

# THE MUSIC EDUCATION SERIES

**This complete course in singing and listening provides**

**For Pupils**

Eight attractive books, containing a large collection of beautiful and well-graded songs with delightful lyrics and colored illustrations.

**For Teachers**

The Teachers' Book, a manual of helpful suggestions.
Piano accompaniments for all songs in the series, in four volumes called the Home Edition.

**THE MUSIC APPRECIATION COURSE**

**Sixty phonograph records,** presenting 207 pieces of standard music, recorded by members of the New York Philharmonic Orchestra. These records are unsurpassed in purity of tone, in interpretative artistry, and in wearing qualities. They form part of a thoroughly organized and successful plan for developing music appreciation, and are inexpensive.

**Music Appreciation in the Schoolroom,** full and clear directions for teaching each of the 207 selections.

**GINN AND COMPANY**

Boston New York Chicago London
Atlanta Dallas Columbus San Francisco

# JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JANUARY 2, 1928

EDITORIALS —
- Graduate Normal School Courses 3
- Keyworth and Hamtramck 4
- Educational Rhode Island 4
- Alice Stone Blackwell's Logic 5
- A Professional Danger Signal 5
- Missouri State Building 5

BELDING'S PAGE 6

SCHOOL PROBLEMS 7

THE BY-PRODUCTS IN TEACHER TRAINING 8
By I. D. Weeks

IRELAND AND THE TOURIST 9
By Rufina Morris McCarthy

HIGH SCHOOL MATHEMATICS 11
By David J. Jones

PHYSICAL EDUCATION IN HIGH SCHOOLS 14
By L. W. Morrison

THE NATIONAL PARK MOVEMENT 16
By Mary A. Rolfe

AN IMPORTANT DEPARTURE 17

DAYS (Poem) 17
By Louise Driscoll

CHARACTER CHATS 18
By Joseph B. Egan
- The Rugmakers 18
- I Hear America Singing 18
- The Fool's Prayer 18
- Fountain or Stumbling Block 19
- O, Why Should the Spirit of Mortal Be Proud? 19

EDUCATION IN ACTION 20

TREND OF THE TIMES 22

THE BOOK TABLE 23

GRINS BETWEEN GRINDS 25

**Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.**

# EDITORIALS

## Graduate Normal School Courses

THE inevitable has happened. One State Normal School and one State Teachers College are giving full-fledged graduate courses. Other Normal Schools and State Teachers Colleges will follow Greeley and Terre Haute. This is inevitable.

It has been interesting to watch this unfolding of academic progress. Nearly forty years ago a few prominent universities awoke to the fact that graduates of State Normal Schools were furnishing superintendents, assistant superintendents and supervisors in city systems.

To check this and restore this market to the universities they insisted that these officials should have academic degrees. As a result many State Normal Schools immediately became State Teachers Colleges and gave academic degrees.

The conservative and traditional North Atlantic States resisted this academic tendency because of the supreme influence of the colleges and universities, and there was heroic effort to underestimate the academic tendency elsewhere. But this opposition ultimately failed, and the day is not distant when all State Normal Schools will give academic degrees.

An earnest attempt to meet this situation has been made by insisting upon *graduate degrees* for all the better positions and better salaries. This has made it necessary for some State Normal Schools and State Teachers Colleges to give graduate degrees, and Greeley and Terre Haute lead the way. It will be a long time before the North Atlantic States and the South will yield to the temptation, but it would be easy to name several states that will have graduate departments in State Normal Schools or State Teachers Colleges.

---

Efforts are being made by the Mexican department of public instruction to have the various states of the country adopt a more uniform criterion as to the proportion of their budgets which are devoted to schools. There are three states that devote 46 per cent. of their taxes to public schools.

## Keyworth and Hamtramck

HAMTRAMCK is one of the most interesting municipalities in the country. It is a city within a city. Detroit, which expects to be the third city in the United States in the near future, while extending octopusly, disregarding the objection of a community to being annexed, deliberately surrounded this municipality of more than 50,000 population, and closed all opportunities for expansion. Japan and Italy have nothing on Hamtramck, if the slang phrase is pardonable.

When M. R. Keyworth came to Hamtramck five years ago from a little city across the state he was given as fine an opportunity as any school man has ever had, and he has made as much of his opportunity as we have known any schoolman to make of an opportunity.

Here was an enterprising municipality that had a Board of Education in which the people had supreme faith, and Mr. Keyworth was given free rein, and he has proved himself everyway equal to this responsibility.

Without assuming superiority, without the faintest pretense of criticism of the teachers or principals, without "cleaning out" anybody, he has had an opportunity to increase the teaching force from 190 to 316, an increase of sixty per cent., which has been quite unusual, if, indeed, it has not established a record.

Mr. Keyworth's highly important administrative creation was in establishing two entirely distinct professional systems, one purely instructional and one administrative, each as distinct as though one was functioning in Maine and the other in Oregon. So far as we have known this has never been so completely achieved in any other city.

The significance of this lies in the fact that the State University was prepared to loan to Hamtramck for one day in each week of the school year two of the best equipped and alert-minded professional men in the country, Professor Arthur B. Moehlman of the Department of School Administration in the State University and Dr. Stuart A. Courtis, instructional specialist of the State University. Each of these men functions in the School of Education of the University three days each week, and each gives one day in the week to Hamtramck and one day to another city. If there is anything comparable to this by way of promoting and inspiring professional skill we have yet to discover it.

We have been visiting the best school systems in every section of the United States for many years and always appreciatively, but we have never known a man to have as good an opportunity to create a system and to establish its successful operation as Mr. Keyworth is having in Hamtramck, and the Board of Education has published a book of 260 pages, presenting in detail the development of every feature from start to present efficiency, and we hazard nothing in saying that through all the reports of states and cities no publication anywhere by any one has had as good an opportunity to combine what should be with what is as in this "Public School Code" of Hamtramck.

---

University football betting with the apparent consent of the universities is liable ultimately to eliminate the game. This year the attendance at college football games is said to have been greater than at baseball games. It hardly seems possible that this sport can be jeopardized.

---

## Educational Rhode Island

RHODE ISLAND has always been in a class by itself, and never more so than today.

The Rhode Island leadership has always been of intense personality. Roger Williams set a famous personality pace, and the state has never been without men like Francis Wayland and Henry Barnard, Bicknell and Morgan, Faunce and Ranger.

Brown University has always been in the front rank, has always had a distinct personality, scholastically and civically, and it has never been more heroic in championing the best convictions in the best way than today.

Rhode Island has achieved a unity quite surprising when one realizes how distinct the Newport world is from the other side of the bay, and it was never quite as complete a unit educationally as it is today. Walter E. Ranger has demonstrated rare genius and consummate skill as commissioner of education.

The "Rhode Island College of Education" serves the state, every nook and corner of the state, scholastically and professionally with a directness quite unique.

President John Lincoln Alger has developed every angle of educational service in the state. He almost literally makes a teacher for every city, village and rural school in a custom-made way. Every city and village school is vitally attached to the Rhode Island College of Education as a training school, and virtually whenever any school needs a new teacher President Alger and Clara Elizabeth Craig, director of training, put in that school some teacher who had had her practice training in that school.

Walter E. Ranger is a statesman in historical knowledge, in habit of thought and breadth of experience, and his judgment is accepted by the Legislature, by the public, as reliably as it is by the school people, and he can ride in a comfortable speedy car to any school in the state and be back in his home the same day.

He has another unprecedented civic and educational complex. His educational equipment was

in Maine, and he is regarded as one of the high lights among his college alumni. He was one of Vermont's eminent teachers and academic leaders before he made the reputation as state superintendent that made him Rhode Island's state commissioner, and he was never more vigorous in leadership than he is today.

---

It is inconceivable that students in high class universities should celebrate university victory by the deliberate destruction of valuable property.

---

## Alice Stone Blackwell's Logic

IT IS not the custom of the Journal of Education to refer to public questions that are not directly connected with education, but Alice Stone Blackwell has a way of approaching public questions that is always interesting, and we cannot resist the temptation to reprint a brief article in a recent issue of the Boston Herald on "Various Kinds of Enforcement":—

"It is announced that the greatest increase in violations of the federal laws during the past nine years has been in the matter of narcotic drugs. The number of persons confined in federal prisons for breaking that particular law has jumped from 299 to 2,116. Evidently the law against the sale of narcotic drugs is not enforced and ought to be repealed.

"A few days ago an official report was published, showing that the illegal entry of aliens into this country was continual, and was increasing. It was said to have been greater last year than ever before. The number of the offenders who got caught was variously estimated, the estimates ranging from one in three to one in ten. The law forbidding the indiscriminate entrance of aliens into the United States is constantly violated; therefore, according to the logic of the pro-liquor people, the law should be repealed.

"If not, will they please tell us why violations of every other law are merely considered as arguments for better enforcement, but in the matter of liquor, and in that alone, they are urged as a reason for surrendering to the lawbreakers and repealing the law?"

---

William H. Allen's "My First Job and Rockefeller's" is a noble service. It can be had for $7 a 100 by sending to Dr. Allen, 53 Chambers street, New York City.

---

## A Professional Danger Signal

WE HAVE never seen a more important danger signal than this by James E. Russell:—

"The chief danger of over-developed departments in a professional school is the reluctance of representatives of special interests to subordinate their proprietary claims to the welfare of the student body. The tendency is to check claim against claim as though a curriculum were an aggregation of departmental units rather than a consistent whole. *When faculty politics enters, the contest degenerates into a game of give and take between departments in which pacifists suffer and progress is checked.* Conservatism is the logical result of self-satisfaction and the possession of power." The italics are ours.

---

Rufina Morris McCarthy tells in a delightful way how surprised she was when she went to the Ireland of her father, Dr. Denis A. McCarthy. Her article, "Ireland and the Tourist," which we are using in this issue, reveals quite charmingly the way tourists feel who think they know how Ireland is going to look to them.

Miss McCarthy, who is the only child of Dr. Denis A. McCarthy, was born in Somerville, Massachusetts. She is a graduate of Sacred Heart Academy, Providence, R.I., and of Radcliffe College, class of 1924. She is now teaching English in the Washington School in Boston. We are sure our readers will enjoy reading "Ireland and the Tourist" in this issue.

---

High school girls are carrying off all prizes in the parades. They march better than the boys usually.

---

A century ago it required 75 per cent. of the population to raise and harvest the food of the people. Today it requires only 25 per cent. of the population. This accounts for many of the world's problems.

---

## Missouri State Building

THE State Association of Missouri has struck the pace of progress in providing itself with a fifty-thousand-dollar office building at Columbia with every convenience and attraction that William B. Ittner of St. Louis knows how to provide. It is every way worthy of the teachers of the state, and meets every need of the officers of the state.

The building committee of the state responsible for the details of plan and construction is: Uel W. Lamkin, Maryville, chairman; J. N. Crocker, Sedalia; Lillie R. Ernst, St. Louis; J. A. Whiteford, Cape Girardeau; C. H. McClure, Warrensburg; E. M. Carter, state secretary; editor, Thomas J. Walker, Columbia.

---

Duke University in 1929 expects to have the greatest hospital in the world, even distancing the proposed hospitals in Chicago University and Cornell University.

# *Belding's Page*

### *"SELL" IT TO YOUTH*

EXPERIENCE of university extension movements has combined with mental tests in the psychological laboratory to prove the truth of the saying, "One is never too old to learn." Men and women above sixty are pursuing studies successfully alongside of people in their twenties and thirties and doing equally well. A small scattering of individuals over eighty are enrolled in classes and in some cases, at least, making good.

All this is encouraging news to elderly people having a desire to learn and perhaps doubtful of their powers. What others have done they, too, may hope to do.

But what a pity so many of these good folks neglected golden opportunities spread before them in their youth or in middle life even. Think what they have missed, through the greater part of their lives.

Adult education is a grand idea. More power to every one engaged in furthering the fine work.

But the duty of the rank and file of educators is to see that the appetite for learning is aroused in boys and girls by inspiring instruction and by every honest device in the art of salesmanship.

### *TURKEY IS CATCHING UP*

THE Turkish republic has recently admitted a woman to the practice of law. She is said to have passed a brilliant examination. Turkish women have qualified as doctors. One has become an army dentist.

These things are possible when women are given opportunity to develop and utilize their mental faculties. Nearly a century has passed since women in America were first enabled to prove their capabilities along higher scholastic and professional lines. In this respect our country may be a hundred years or so ahead of Turkey. A hundred years is a short time in comparison with the thousands of years since human history began to be written down, and the unnumbered years before men had learned to write. Turkey, like other backward nations, may be trusted to catch up rapidly. The new respect accorded to women and the progress already attained by some of them are hopeful signs.

### *GOODSPEED AND ROCKEFELLER*

BEFORE a great university can be founded some one has to catch a vision and have the faith and courage needful to making the vision a reality. He must have, also, the ability to transmit some of his vision and faith and courage to persons having money.

Thomas W. Goodspeed, whose death has occurred at the age of eighty-four, was the man behind Chicago University. As a graduate of the older Chicago institution of the same name, he could not bear to see that school go to pieces on financial reefs without making an effort to save it. So he conceived the idea of a much greater university than Chicago had yet had, and he made bold to ask John D. Rockefeller to help him found it.

The public generally has given Rockefeller more credit than Goodspeed for the establishment of the great seat of learning in Chicago. No need to detract from Rockefeller's splendid part in the matter in order to give Goodspeed his due. There is glory enough for two, and for many more.

Other men, like Goodspeed, are going to catch visions of educational needs and opportunities. And rich men are going to enter gladly into the partnerships which are so productive of benefit to the coming generations. The younger Rockefeller was probably wrong when he said that the day of great gifts to universities is about over. It will not be over so long as there are multi-millionaires who believe in the value of higher education and research.

### *FRESHMAN FAILURES*

COLLEGE life is drawing toward the midyears; after which some freshmen will return to their homes quite convinced they do not care for college, while a few of the most proud-spirited will avoid the home town folks and seek fortune in fields apart.

Why these failures?

Dean D. H. Pershing of Wittenberg (O.) College says there are four main reasons:—

(1) Excessive hours given to earning money.
(2) Poor preparation in the high schools.
(3) Inability to organize a daily program.
(4) Inattention to scholastic side of life.

These reasons can be boiled down to two. The student either cannot, because of economic circumstances, or will not, for lack of earnestness, pursue the work assigned to him. Faulty preparation in high school is only another way of saying that one or both of these forces operated for his hindrance there—although the faculty lacked the courage or judgment to declare him unfit for college entry.

When an editor of an undergraduates' daily in a college like Dartmouth comes out and proposes that one or two dormitories be set apart for those who really want to study, leaving the others to their noise and frolics, it may be time for a reawakening in our institutions of learning to the serious business which justifies their existence.

Anson W. Belding

*Associate Editor.*

# *School Problems*

## Edited by a School Executive

*49. How can we cure tardiness?* (Arkansas.)

In dealing with the problem of tardiness the atmosphere or spirit of your school counts for more than all else. In fact I am not sure but the amount of your tardiness is a pretty good check-up on the atmosphere of your school. If you have a happy, interesting school in which real interesting things are happening fifteen minutes before the opening of every session—things the pupils don't want to miss—you won't have much tardiness. You are competing with the streets, the play and loafing spots, the lack of interest in the home and in many cases the habit of loitering or laziness. The first job is to have real attractions, not superficial ones, that will draw the pupils into school early. Opportunities for work and help in lines in which they are interested, libraries, reading rooms, shops, gymnasiums and play rooms all open, these help.

Competition between classes and schools works to establish the habit of punctuality. After all tardiness or punctuality is largely habit, and after you get your school as a whole on time the few individuals should be studied as individual cases, the causes of their tardiness found, and the co-operation of the home as well as the pupil himself sought.

This requires constant, friendly follow-up work on the part of your teachers. No amount of suppression nor punishment will do it. Neither can you rule tardiness out. But, you say, this requires enthusiasm and persistence on the part of your teachers. You are right. It does, and that is not always so easily got. But if you can make them see that being behindhand or always late is a habit and means failure for the pupil later in life, and that this is the most vital point involved, you can inspire them to take hold and focus to a finish.

*50. What is the proper relationship between the principal and the general supervisor?*

The principal is host or hostess in his or her building, and should always act and be treated as such. He is the leader there. All things head up to him. He is responsible to the supervisor, and she guides the activities in the building through him. I say she because it is frequently where the supervisor is a woman and the principal is a man that misunderstanding arises. The day of inspectors and bosses in education is past. The supervisor is the expert director in a department, and the principal is the leader in a section of that department. The supervisor recognizes the principal's position as host of the building, head of its teaching corps with the need of his knowing and understanding all her aims and plans in that unit, and the principal recognizes her ability and desire to guide. Thus together they enter the pupil-teacher situation to study its difficulties, plan, function and check. If they remember that loyalty is a fifty-fifty proposition and that every successful school is run on the plan of a well-bred home their relationship takes care of itself.

*51. Are we putting too much stress on modern languages in our high schools?* (Utah.)

No. In most public school systems we are not putting enough. French gets its share, but in many high schools few other modern languages are taught. To offer German, Spanish, and Italian requires more teachers than the smaller high schools think they can afford, and the value of such languages as mediums of understanding the people through a knowledge of their literature, history and culture is only recently being appreciated. As the social value of such understanding through the medium of language is realized we will have more language and more languages offered in both our junior and senior high schools.

*52. What do you think of a visiting teacher?* (Ohio.)

I think she can be of great value to a school system socially and economically. She needs to be a person of much tact, pleasing personality and a passion for service. Besides her training as a regular teacher she needs to know her psychology and sociology well. She needs to know how to handle teachers as well as parents and pupils, for hers is a position of adjustment between home and school. As she goes into the home she brings the good spirit of the school and finds out the cause of the pupil's trouble from the home viewpoint. She brings the home background back to the school, putting both home and school on harmonious constructive lines of work for the child.

Every child she saves from repeating a year's work means so much money saved for the city. She thus saves her salary several times.

She is invaluable on the health program.

# The By-Products in Teacher Training

By I. D. WEEKS
Rural Education, Northern State Teachers College
Aberdeen, South Dakota

THE star most ardently sought in the educational firmament is the one called character or citizenship training. The lay as well as the pedagogical atmosphere is permeated with ideas, ideals, and plans concerning the development of youth "four-square."

The reader is no doubt well aware that the last word has not been spoken in this line of endeavor. There seems to be a rather general agreement concerning the abstract ideals that make for character such as: self-confidence, loyalty, integrity and numerous others. There is a disparity of opinion among many as to what really constitute these virtues. There is even a greater diversity of opinion relative to how teach that boys and girls may become imbued with these altruistic ideals.

This article is concerned with one indirect method of teaching character and citizenship. It is a well-known fact in the industrial world that the by-products are of no little economic concern. The soap industry is a by-product for the most part of the packing industry. Likewise it is true that there are many by-products of consequence in the great industry of teaching.

Indirect results of teaching, commonly called the by-products in pedagogical circles, have been recognized in an indifferent, unconscious manner for many years. It was quite common to hear indignant and irate patrons say that "so and so isn't fit to teach school," meaning of course that there are certain facts concerning the character or personality of the teacher that are undesirable influences. Occasionally this attitude manifests itself in a more comprehensible manner. The following will serve as an illustration: A member of a rural school board in discussing a previous teacher in his school said: "Ole (which was a nickname) teaches our kids things that are not found in books. She teaches them to close the door quietly behind them, to be courteous and mannerly."

Educators are becoming interested in these indirect results of teaching. They are coming to believe with Emerson that "Education is as broad as life." This interest is manifesting itself in various ways. In November an educational fraternity held a meeting the purpose of which was to discuss character education. One of the papers was the result of a number of observations of actual schoolroom situations that involved elements of character. For example, a second-grade arithmetic class is at the board. One little girl is copying from her classmate. Another situation mentioned was that of boys scrambling over polished furniture during the interim between periods of practice at a chorus rehearsal.

The reader will recall situation after situation occurring in the schoolroom or in connection with school work that involved either positive or negative elements of character training. Mark Twain said: "Everyone is complaining about the weather, but no one is doing anything about it." It is similarly true that very few folks are doing much about the by-products. It is only recently that institute speakers and instructors in normal schools and teachers' colleges have given this matter their attention. Up to date embryonic teachers have learned little or nothing about these subtle but potent factors in teaching. Their vision is probably quite clear as to the "lesson types." They know something about the inductive and deductive methods of teaching. They have been exposed to the problem and project. In some cases it has "taken" and in some the subject has been immune. Students in training have been taught to make lesson plans and to formulate tests. They have become more or less familiar with an extensive repertory of terms that are as silent in producing desired results on the part of childhood as the tombs in a graveyard.

Such statements as: "Schools exist for children," "The course of study is for the child," "Adapt the subject matter to the pupil and not the pupil to the subject matter," are fine to hear. They indicate a general awakening from anodyne lethargy that has been in sway. If, however, these statements are ever to be more than fuel for the orator's furnace, the students now in training must have some constructive suggestions and assistance in how to make them more than a glimmering generality. They must be made as conscious of the true meaning of "make the child the centre of the curriculum," as they are of the terms "aim, content, procedure and assignment."

The teacher should come to exalt the child as the centre of the great cosmic educational forces and count all things subservient to this. In order that this may be more than visionary idealism the folk in charge of the practice teaching should make some provision for giving their students definite training in making the most of situations that involve character and citizenship. Students should come to value the by-products as a means of doing the most for the child.

Collings has pointed out in his new book on supervision the possibility of focusing the atten-

tion of the teacher on needed pupil improvement as she plans her work. Some supervisors of teacher-training have worked out the following plan:—

The student teacher is required to state some pupil improvement that is needed, along with the subject matter plans. For example, the teacher discovers that Margaret is lacking in self-confidence; she will then place self-confidence as one of her aims in pupil-improvement. Suppose she finds that Willie is deficient or lacking in initiative. She will then include this in her plan. Or she may find that Robert is lacking in integrity. In this case integrity will be placed among her aims for pupil improvement.

The subject matter is then used as a means of assisting children to realize the desired improvements. The teacher will ask Margaret questions that she can answer. She will give proper recognition to encourage this little girl. This will tend to give confidence and reliance. In the case of Willie, who is dependent and lacking in initiative, the teachers will give him an opportunity to express his ideas concerning the proper pupils to play the part of a certain character in the dramatization of a story or ask him questions relative to appropriate dress and stage arrangements. She may use thought questions or the problems type of teaching to assist Willie in developing initiative. Robert's problems may be met by reducing situations of a tempting nature, by insuring a clear understanding of material as it is presented and by interesting him in literature that plays up the integritious spirit.

The foregoing suggestions are only a few of those that may be used in caring for the by-products. The socialized recitation, the project, the Young Citizens' League, participation in programs on special days and at meetings where an audience is present may well be utilized in developing desirable traits of citizenship.

Constant practice of the preparing-teacher during her sojourn as an interne will tend to place the child at the zenith of teacher activity. Then will the pedagogical nomenclature come to be more than "sounding brass and tinkling cymbals," for they will be used as tools in building the teacher's "temple."

A great forward stride up the educational ladder of achievement will have been taken when teachers come to realize the tremendous significance of the so-called by-products in the lives of boys and girls.

A generation of children taught by teachers who value education as a way of life, who see in the multitudinous situations that occur day after day real opportunity to mould character, to develop upstanding men and women, then the fight against ignorance, intolerance, and strife will have been pushed into oblivion.

---

# Ireland and the Tourist

By RUFINA MORRIS McCARTHY

A TRIP to Europe used to be a very attractive topic of conversation, not perhaps as enthralling for the same length of time as husbands, babies or operations, but still of much service to healthy spinsters. For instance, if one ever had the good fortune to be in a group of persons who had no absent mutual friends to talk about, after the husbands, babies, and operations had been discussed until the talkers were exhausted (these subjects themselves are inexhaustible, the only hope lying in a temporary breakdown of the talkers), one might get a chance to say something about Europe. One might rush in before the others were rested enough to continue, and begin in a sprightly tone: "That reminds me of what happened to me in a shop on the Rue de la Paix." Whether it really did remind you or not did not matter. Or one could start off with bated breath in this way: "It must have been like my perfectly awful experience when I was returning one night to my hotel in Naples."

If it were possible to introduce such a reminiscence, either real or imaginary, those in the group who had not been to Europe would, in days gone by, listen with interest and those who had been abroad (if any) would give you their support in keeping up the tradition of exciting happenings over there. Now, however, when each year sees thousands of Americans sailing eagerly for Europe, the interest accorded to such reminiscences is diminishing. At present if one starts to relate a romantic or dangerous adventure that befell, let us say in Rome, some one is likely to interrupt with the query, "What hotel were you staying at? I was in Rome last Spring, too, in May." If this occurs it is necessary to remember what happened in Rome much too carefully to make a really good tale.

When one has begun such a story it is disconcerting to discover that those listening have also traveled and have also found out that all the women in France do not look like the models from Worth and Chanel in *Vogue*, and that all the men in France do not try to flirt with American girls, unless the latter are either beautiful or rich—and there are lots of girls from this side going over every year who would fail to classify in either category—and that furthermore, while one

may have an enjoyable time on the boat going over, the other passengers are very like one's own neighbors at home, with millionaires' daughters, penniless princes, radiantly beautiful women and really thrilling men missing to a great extent.

Then, too, even if this circumstance did not force one to keep to the truth, thereby sacrificing some interesting matter, there is still another reason why Europe is no longer such an interesting topic of conversation. It is to be suspected that travelers from abroad, returning to their native shores, do not enjoy talking about Europe for the sake of sharing with others their own delightful experiences or of comparing personal impressions of places or things long read about, so much as for the sake of the feeling of superiority which is given by being able to say that one has been in a place where others have not been. This state of mind can be adequately expressed in the childish taunt, "I've got something you haven't got" or, "I've been somewhere you haven't been." This desire to feel better than others, to impress others, was most likely one of Marco Polo's motives in telling his story, and it has been behind many a traveler's tale ever since. But with such a host of Americans now familiar with Rome, Monte Carlo, the Rhine Valley, Paris, the Lake country of England, the Alps, and so forth, it is becoming necessary to go farther afield if any one would have any sort of tale to tell which would indicate superiority over the ordinary citizen of this country. Even the stay-at-homes are familiar with these and many other places through attendance at travel lectures, and often they form a much more intelligent judgment of them than the people who give themselves the trouble to travel thither.

Tourists now go to Bagdad, Constantinople, the villages of Bulgaria and the ends of the earth generally, in order to find themselves in places which Americans do not usually visit. But the number of places where one can go and not feel chary of mentioning for fear of discovering that other people have also been there, are growing fewer every year.

But there is one place in Europe which has been seen by few Americans—few, that is, in comparison with those who year by year cross the Atlantic to make the usual continental European trip. This country is Ireland. The big liners carry thousands upon thousands to Europe every year, but except for a comparatively small number, they get no nearer to Ireland than the outside of Cobh Harbor.

This lack of interest in Ireland is understandable enough in Americans with a non-Irish ancestry. Ireland has played no large part in European politics. The school histories of the United States give her little or no mention. The policy of keeping Ireland out of sight as much as possible, as if the Green Isle were (what indeed she has been for centuries), an ill-treated step-child, has succeeded only too well. Hence the apathy of "outsiders."

At first, however, it does seem strange to consider the attitude of Americans of Irish descent if Ireland ever happens to be mentioned by a tourist as one of the places he saw. "Oh, did you go to Ireland!" an exquisite creature with a name like McCarthy or Kelly or Murphy will breathe with surprise. And if you say: "Yes, and I enjoyed it" she will look as much more surprised as is in keeping with her being a perfect lady; and remark: "Why, my dear, a friend of mine went, one time, and she said it was positively ghastly! She never was so disappointed with anything in all her life!"

The more one thinks of it, though, the easier it is to understand this apathy or disappointment. There are several things which will help to explain this attitude.

First of all, when you stop to consider the elements that have gone together to make up the idea of Ireland of the average American of Irish parentage, you must admit that disappointment is only natural. The idea of Ireland has been built up from the perfervid type of St. Patrick's Day speeches in which Ireland is referred to variously as "God's own land," "the emerald Gem of the Western World," "the Island of Saints and Scholars," "the Land of Heart's Desire," and "Dark Rosaleen." Irish ballads and songs also contributed their part. A large percentage of them are about dying or dead heroes, maidens grieving for dead lovers, poor mothers longing for their sons, exiles yearning for their native land, and of course no country is realistically described by speeches and ballads of this kind.

Irish parents have also been to blame for their American-born children's disappointment with the old land. When the Irish first landed in America they discovered that while it was a land of opportunity, it was not paradise. In America, as well as in Ireland, they found that life had its hardships. In many cases and places they were despised and laughed at by those about them—people who themselves were the sons and daughters—a few generations removed—of immigrants. And in America, too, they had the new, bewildering feeling of being lonely in a strange place.

As a measure of defence reaction to make life less hard, they took pleasure in remembering the places they had left in Ireland. There, in memory at any rate, much was agreeable; the neighbors were their own people, the grass was green, the rain was soft, and hearts were friendly. Thus it was an idealized picture of their birthplace that they passed on to their children. And when these children, visiting Ireland, discover that there, as everywhere else in the world, there is a "seamy

side" to life, they feel aggrieved because Ireland does not come up to the expectations which they have cherished since childhood.

In still another way Irish parents in America have been responsible for disappointment and disillusionment on the part of their children visiting Ireland. By the time the average Irish-American, or his American children, have made money enough for trips to Europe, they have, perhaps, social aspirations. Instead of being proud of his own achievement in wresting success from an unfriendly world, the man who came here penniless is sometimes ashamed of his humble beginnings. Many a man, instead of glorying in the fact that, though the son of a poor farmer or a small trader, he has been able to achieve success in a foreign land, as a result of his own initiative and ability, gives the credit to some mythical ancestor who may or may not have been a king. This idea is exaggerated in the minds of his American children, and when they go to Ireland and discover, king-lovers as many true democrats are, that the kingships are very remote and that the places no longer exist, they are likely to look with disfavor on everything in the country of their ancestors.

In still another way—a much less common way, however—a person might be disappointed in Ireland. One who had read a great deal of the early writers of the Irish Renaissance, like Yeats and AE., and had thus been led to think that Ireland is a country of mysterious twilights, inhabited only by fairies, banshees, tinkers, and intelligentsia, would find a very different sort of life when he saw the Dublin slums. A disappointment due to an idealized picture obtained from books is less likely now than ten years ago. At present Ireland is in a state of disillusionment, and the Irish writers seem to be intent on showing not how beautiful, but how ugly and sordid it is.

I feel sure that if the American tourist of Irish descent could only rid himself of these preconceived ideas and visit Ireland with the same mental attitude with which he visits any other European country, he would not be disappointed in it.

---

# High School Mathematics

By DAVID J. JONES

Superintendent of Schools, Eugene, Oregon

MATHEMATICS, like the ancient languages, is an educational inheritance. All through the history of secondary education, mathematics has held a position second only to the classical languages and literature. It becomes a part of our earlier curriculum because of its supposed disciplinary value. A knowledge of the fundamentals of arithmetic constituted the only requirements in mathematics for college entrance up to the beginning of the nineteenth century. But in 1920 Harvard added algebra to its list of requirements. By the middle of the century practically all the rest of the colleges had done the same. By this time geometry had begun to be considered as a necessary entrance requirement. So by the last of the century, that is by 1875, algebra and geometry had become firmly established as regular college-entrance requirements. And up to the present time they have been religiously retained with practically no alterations.

At the present date, with the exception of a few special-type schools and some schools in the most progressive school systems, every secondary high school in the United States includes algebra and plane geometry in its curriculum of required courses, rigidly prescribed for all the students of every division. About one-eighth of the total time of a pupil who remains four years in the secondary school is devoted to mathematics. But if he remain only one or two years, one-fourth of his time is devoted to the study of this subject. The universality of this subject in our modern high schools can be attributed largely to the program suggested by the Committee of Ten in 1893. They prescribed four periods per week of algebra for all pupils in all courses in the first year, three periods of geometry per week in the second year, two periods of algebra and two of geometry in the third. Later, in 1899, the Committee on College Entrance Requirements recommended that: "To the close of the secondary-school course the required work in mathematics should be the same for all pupils," and that "In the secondary school, work in mathematics should be required of all pupils throughout each of the four years of the course."

But within the last few years a strong reaction among leading educators against such a conception has been growing with considerable force. The cause for this reaction is concisely outlined by the late Professor Inglis of Harvard University as follows:—

"(1) In an increased recognition of the factor of individual differences in the capacities, abilities, interests, and probable futures of pupils; (2) in an increased recognition of the needs of children who leave before the close of the high school course, especially their vocational and social needs; (3) in a re-interpretation and re-direction of theories of the transfer of improved efficiency; (4) a lessening of the influence of the colleges over the schools of the secondary type; (5) changing conceptions of the social functions of the public secondary

school; and (6) a recognition of the meaning of retardation and elimination." These statements are so clear and concise that further comment upon them would be a waste of time.

In spite of the fact that this subject contains a mass of good practical subject matter, the choice of subject matter and its organization have been determined largely by the disciplinary ideal. A review of the content of the textbooks in mathematics in succeeding generations makes it clear that the practical side has always been sacrificed to this ideal, and up to within very recent years its disciplinary value has been the big controlling factor in determining its content and arrangement. The study and experiments of modern psychologists have shown conclusively that far too much emphasis has been placed upon this theory; and modern educators have arrived at quite general agreement that no subject is entitled to a place in the curriculum merely upon "disciplinary" grounds. If no stronger argument can be made for its place it should give way to something more practical, for in our modern social status the practicality of a thing is beginning to be a paramount consideration.

The influence of tradition seems to exert an undue control over what is to be retained and taught in our schools. Through a brief survey of the history of this subject it may be seen that the study of mathematics in our secondary schools possesses all the advantages and disadvantages which may arise from the prestige of tradition. But I think it quite logical to assume that mere traditional values should not have precedence over actual values arising out of new and ever-changing conditions in the affairs of civilization.

But before we can intelligently consider a plan for the reorganization of mathematics in our schools we must acquaint ourselves with its particular shortcomings; know just wherein it fails to meet the needs that it should meet; why it fails; and just what should be the aim in teaching mathematics at all. One of the first things which attracts our attention to the fact that something is wrong is the wholesale failures in the wake of our higher mathematics. No other subject in the curriculum has recorded against it the percentage of failure recorded against algebra. Our schools are either attempting too much, or are not attempting the right thing, or are employing wrong methods. The following extract from the School Review, as far back as June, 1913, Vol. XXI, p. 415, illustrates my point:—

| Subject | % Withdrawn | % Failure | % Total Loss |
|---|---|---|---|
| Manual Training | 20.7 | 4.8 | 25.5 |
| Domestic Science | 5.2 | .9 | 6.1 |
| Economics | 2.4 | 7.9 | 9.6 |
| Physics | 8.6 | 5.4 | 14.0 |
| English | 7.9 | 8.5 | 16.4 |
| Algebra | 12.9 | 17.2 | 30.1 |

Educators have fallen into the common fallacy of assuming values for the whole subject which are valid for parts of the subject only. And if justification can be found for teaching mathematics on the basis of particular relationship to higher education, it does not justify any assumption that all pupils should be required to study algebra and geometry. For we well realize the fact that only a very small percentage of high school students go on with higher education which requires these subjects as pre-requisite necessities. The common requirement of the study of algebra and geometry on the part of all pupils is in direct contradiction to the conception that we have individual differences in capacity, interest, and future vocation. Also the idea of isolating arithmetic, algebra, and geometry into separate and distinct planes seems to be open to just criticism. These subjects are so interwoven and interrelated that a single application may at the same time involve all three. But still we do not make any attempt to articulate them in teaching them to our pupils. And we fail not only in this but we utterly fail to make any real practical applications of theories involved. We leave the student totally at sea as to what he will ever do with his collection, or heritage as we might better term it. Our problems are old and obsolete, it is true that they may have been applicable at some stage in the history of our education, but investigations all go to show that its efficient application to present-day conditions is a failure.

It is, also, a fact that the mathematical experiences of the pupil constitute but a small part of his total experiences. Yet we insist that he spend about one-fourth of his time in the study of it. So I think that it would not be inconsistent with good logic to cut down on the time spent in mastering this type of work. And, of course, if we cut down on the time spent in this work there must follow a more systematic and efficient rearrangement, and a more economical correlation of the subjects attempted. Instead of dividing the subject matter of our mathematics into three distinct divisions of, arithmetic, algebra, and geometry, and devoting a special and a specified length of time to each, it seems that we should make selections from each of these fields and the material combined into one course and designated simply as "Secondary" or "High School Mathematics." As a criteria for the content of this course let us keep in mind the value of mathematics consists in its functional relations to other high school subjects and the social demands which will be made upon those who study it.

If we allow these two aims to guide us in the selection of the material to be used, other values than these, whatever they may be, will in no way be sacrificed.

Such a correlation and selection of material as suggested above has been started. But there has not been the proper attention given to its adoption as is legally commensurate with its important

values and its apparent superiority over the present method. Such a change is being strongly urged by many of our eminent educators, such as John Elbert Stout, professor of education at Cornell College; Charles Hubbard Judd, professor of education and director of the school of education of the University of Chicago, and Ernst R. Breslich, head of the department of mathematics in the University High School, the University of Chicago.

These men and many others of equal renown all strongly advocate the substitution of a course of "composite" or "combined" mathematics logically organized so as to include those elements of arithmetic, algebra, geometry, and trigonometry which may be considered as of reasonably direct value to the average individual. And in the higher grades provision could be made for the systematic study of these subjects by those who would elect to take them for the direct bearing they might have on the particular course which they are going to specialize in. It seems that such an arrangement would give to the subject a higher educational value, and would make it function, not merely to the possible needs of a far and uncertain future, but it would assume immediate and practical values for the students during the course.

The School of Education of the University of Chicago has, since 1903, been working on a solution of this difficult problem of mathematical reorganization. In the school year of 1903-4 a tentative program along fusion lines was worked out in a conference of teachers of mathematics in the high school and School of Education. In 1904-5 a mimeographed form of this program was used as a test for the first-year classes. After another revision and trial this material was published in 1906 by the University High School under the title of "First Year Mathematics for Secondary Schools." In the summer of 1909 the United Press published a revised and more complete text under the same title. In 1910 it was revised and reprinted along with a more advanced course for second-year students which had been prepared and tried under the same conditions as the former. These two books have been the only text used in the University High School since that time, and their success has been a big feature in the demand that the change become more universal.

The School of Education and the Department of Mathematics of the University of Chicago claim for this type of course a "greater homogeneity of the material and closer and more persistent correlation of matter drawn from the several mathematical branches. The organization of the material has thus acquired a high degree of objectivity and practicality. This subject matter may claim to be, not only empirically and experimentally suitable, but also to be psychologically justifiable."

And in summary of the subject of reorganization of mathematics in the high schools I wish to make a partial quotation from Professor Breslich's preface to his book, "First Year Mathematics."

"In planning the work of the first year the following facts have been kept in mind:—

"1. Each of the various divisions of secondary mathematics—algebra, geometry, and trigonometry—include simple principles relatively easy to master, and also difficult, complex principles. The simpler principles are best suited for the beginners, and may therefore be brought together in an introductory course which leads up to more complex aspects of these various branches of mathematical science.

"2. Because they make the acquaintance of only one of the three subjects during the first year, many students fail to get an insight into secondary mathematics and are discouraged from continuing the study. Thus it is commonly the case that the student is brought into contact with algebra only. If an introductory course can be formulated in which algebra and geometry are taught together, success in one field will arouse an interest and enthusiasm which will encourage the student to attack the other with vigor. The result will be a

[*A New "Century Education Series" Book*]

HIGH SCHOOL ADMINISTRATION

*By*

HERBERT H. FOSTER, PH.D.

*Professor of Education in Beloit College*

THIS study of high school administration aims not only at a survey of the most widely approved methods and practices, but also at the formulation of workable principles upon which effective procedure can be based. The book analyzes the more difficult problems of the high school administrator; discusses the principal's relations to his pupils, his teachers, and the community which he serves; examines his duties and responsibilities; and discusses the problems of school finance, records, and reports. This is a practical book for school principals and students of school administration.

THE CENTURY CO.

353 Fourth Avenue, New York City
2126 Prairie Avenue, Chicago

gain of mathematical power and no loss in general training.

"3. The relationship between algebra and geomtry has long been recognized by technical students of mathematics, quite apart from any consideration of the desirability of teaching them together. Algebra and geometry supplement each other. By correlating the two related forms of thought in a single course of instruction the student's comprehension of quantity is at the same time simplified and deepened; simplified, because the double method of attack makes it easier to overcome difficulties; deepened, because of the more enduring impression made upon the mind.

"4. The number of mathematics courses required for graduation from the high school is consistently being reduced. A student taking only one year of mathematics will, under ordinary circumstances, for this reason fail to come into contact with that very important body of geometric ideas necessary to increase his understanding of his space environment.

"5. A student will be most interested in subjects in which practical values are most clearly exhibited. Up to this point only the relation of algebra and geometry has been commented on. Practical applications have, therefore, in the following pages received considerable attention."

I am convinced that reorganization along the lines suggested will give to mathematics a higher educative value, and it will play a more vital part in the course of study in our American high school. Much is being done, but hampered as we are by tradition, by economic drawbacks, by shortsightedness often on the part of administrators we are yet not within the harbor safely.

---

# Physical Education in High Schools

By L. W. MORRISON
Amherst, Mass.

BECAUSE of the fact that accumulated nervous energy, neurokyme, as it is called, compels a boy to become restless and make a nuisance of himself in school, some method must be found by means of which this pent-up energy may be relieved before the stopper blows off and an explosion takes place. An adequate method of relieving the boredom of six hours of classes and insuring the boy of an outlet for his surplus energy is the introduction of the science of physical education into the high schools of the country.

The science of physical education. This phrase is indeed a novel expression. The science of physical education. Yet this is really a science—just as much as the science of chemistry, or physics, or botany, or entomology—and who can say that it is not a more important science than any one of these since the science of physical education provides for healthful bodies, clean sportsmanship, a better man.

The presence of the science of physical education in a high school means the organization of "home room" teams in track, basketball, and baseball—a sport for every season. More than this, however, does the science of physical education mean the organization of classes in calisthenics, which may be developed to a very high standard indeed.

The question arises: "How can the science of physical education be so presented in high schools as to relieve the stress of nervous energy which is steadily forcing the boy to throw 'spitballs,' erasers, chalk, and other projectiles much to the edification of his classmates and the complete disgust of the teacher?" Of course, exercises, in order to give the desired result, must be given during school hours. This fact would automatically rule out baseball, although not necessarily track and basketball, if the high school was equipped with a gymnasium.

Every boy desires to be a Paddock or a Nurmi, a Barrett or a Haggerty, a Johnson or a Mathewson. Every boy is willing to try hard to be as good an athlete as his ideal—if there isn't too much work involved. Let us, then, organize "home room" teams in track and basketball, and possibly baseball. In this way interest will be aroused in sports in the whole school. Now the problem arises: "When shall they practice?" Not after school, certainly, for such practice would not accomplish the purpose which we desire, namely, less disturbance in classrooms because of the surplus neurokyme in each of the students. This question is easily settled as far as basketball or track is concerned. During recess time a game of elimination may be started with twenty or thirty fellows shooting for each basket in the "gym." Elimination consists, it might be well to say, of the following processes: Each contestant is allowed three shots at the basket from a position immediately under the basket; the fellows who fail to make any baskets at all are ruled out and must await the next game. The others competing move to another position on the floor and the same process is repeated. This changing of positions is continued until shots are being made from great distances and almost impossible, and of

course there are only a few who have not been ruled out.

This game is always accompanied by much needless vocalization and boisterous laughter, thus relieving the boys of pent-up energy. Of course this game is very much more succeesful if the basketball coach is shooting baskets too, for in that case every boy tries to show him how poor a shot he really is in comparison with the pupils. During the recesses short sprints may be practiced outside the gymnasium even in very cold weather. In both these ways relaxation from the mental strain of classroom work is assured. Either of these methods is equally successful and will work out well, especially in small high schools. Practice for class or "home room" track and basketball teams may be obtained in this way, without the necessity of remaining after school and trying to practice, much to the annoyance of the regular high school teams.

There now remains the question: "What about those fellows who refuse to take part in athletic contests either because of laziness or natural unfitness?" In order to be sure that everyone in the school takes part in some sort of exercises, calisthenic exercises may be given. In nearly every high school the pupils are allotted from five to ten minutes of spare time between periods. These periods are usually spent by standing in the corridors and flirting with the prettiest girl in the class, by going out on the steps of the building and discussing the most recent story that has been told at the school, by making a hurried preparation for the ten-minute quiz to be given the next period, or, by stealing down into the basement to smoke a much-craved cigarette. Now, two of these ten-minute intervals a day might be given over to setting-up exercises. Instead of allowing the pupils to leave the room as soon as the bell rings, why not open the windows and have a little drill in setting-up exercises? Beneficial drills like this need not necessarily be conducted by the teacher. Senior students could be allowed to take charge of classes. The objection that there is not enough room between the desks to make class work of this kind possible is wrong, for if care be taken in the choice of exercises, no bumped heads will result.

The good old days, when a boy must sit for four hours at a stretch in the same seat, listening to the monotonous drone of the old hag who insisted upon teaching him plane geometry, are gone. We have evolved enough to insist upon well ventilated classrooms, and short intermissions between classes, and the greatest remaining problem is the problem of obtaining discipline. Even this problem, however, is not so very difficult, since it, too, can be solved in a very simple way. Introduce the science of physical education into your high schools. Give your boy a chance to work off surplus energy without having his teachers label him as a future Jesse James, or a present Huckleberry Finn.

PHOTOGRAPHERS TO THE NATION'S SCHOOLS FOR TWENTY-FIVE YEARS

The Willson Magazine Company

WILLSON-WAY SCHOOL PHOTOGRAPHY
Cambridge (B) Mass.

Hall's School Photography,
U. S. Tool Bldg.,
North 19th St. at Springdale Ave.,
East Orange, N. J.

Presents a Picture of Every Pupil in the School by Classes. Cut Postage Stamp Size for the Office Record.

YOURS FOR THE ASKING
TO THE TEACHER
*We furnish a novel room seating plan with pictures complete.*

TO THE PUPIL—
Purchase Optional
*We supply a strip of five—twenty-five cents (new large size). Taken without obligation to the school.*

We Have a Souvenir Container For Your Snapshots

LET US HEAR FROM YOU

# The National Park Movement

By MARY A. ROLFE

AS PRESIDENT MERRIAM of the Carnegie Institute in Washington, D.C., has so forcefully pointed out, our National Parks are the great living museums of our land. Each park is our supreme example of its kind. Some of them are the supreme examples in the world of their kinds. For this reason in studying about them we learn of Nature's finest masterpieces. When we visit them we have the rare privilege of watching Nature at work on them, because Nature's masterpieces are never completed. Inevitably as we learn to know these gifts from Nature's skill we tune our lives to accord with their greatness. Who can say what human development will result from this contact? In preserving these gifts and in making them our own our national ideals should be refined and strengthened. Thus our National Parks become of value to us as museums, as work rooms, and as quiet places of inspiration.

The movement which is resulting in the opportunity to touch the finest of everything Nature has given to us is a comparatively recent accomplishment of the American people. There were but two National Parks previous to 1890. In that year John Muir's enthusiasm and persistence bore fruit in the establishment of three California Parks. Nine years later Mount Rainier National Park was established largely through his efforts.

In the early years of this century America began to awaken to a sense of man's responsibility for the preservation of the gifts of Nature and also to the need for vacations in wild places. A group of those who love the outdoor life were writing of little known regions of the country, many of them men who had gone out in search of health. Theodore Roosevelt was one of these. He missed no opportunity to speak or write about man's responsibility and about man's health need. He gave new impetus to what had already been established as a national policy and did it just when on the one hand automobiles and hard roads made long vacation trips a possibility for the masses and when on the other hand the doors of the great western areas were about to be opened to corporations whose scant respect for Nature or the needs of future generations could be met only by a popular awakening to these same needs. His brilliant and forceful pen and his insistent energy and purpose drew forth a most effective popular response. Quick to feel this rising tide of popular desire, governing officials in towns, cities, counties, states and in Washington vied with each other, setting aside areas for the enjoyment of all and the preservation or conservation of natural beauty and of national resources. This movement is steadily progressing each year.

Of the nationally owned areas some have been assigned to the care of the War Department, some to the Department of Agriculture, and some to the Department of the Interior. Those assigned to the Department of Agriculture are tracts of forest, swamp, and meadowlands held for the conservation of trees, birds, game, fish, water supply, etc. Lumbering, hunting, pasturing, etc., are allowed within them but only under very strict supervision and to a limited extent.

The scenic wonders have been assigned to the Department of the Interior to be preserved for all time as Nature has wrought them. Trees are never cut, game is never hunted, birds are never killed, wild flowers are never picked, cattle and sheep are never pastured in these areas unless it becomes absolutely necessary to do so for the proper administration of the areas.

These scenic areas are of two sorts, National Monuments, which are set aside by presidential proclamation and National Parks, which are set aside by Congressional action. Areas are held as monuments which, while of sufficient scenic interest to warrant their preservation, are either in size or kind not of National Park calibre. Areas are also from time to time selected from publicly held land for presidential proclamation that they may be preserved until such time as Congress may see fit to act with a view to raising them to National Park rank. The policy of the National Park Service, a branch of the Department of the Interior in immediate charge of the monuments and parks, specifies that before any area may be considered as of National Park rank it must include our supreme example of its kind, must be of a size sufficient to protect this feature and to accommodate large numbers of visitors without despoliation of the natural beauty, and must be so located that it will not interfere with established trade routes and industries. It must be free from all debts or other incumbrances, and the title to each section must be clear before the Government will accept it for National Park purposes. Thus far all parks have been carved out of public lands or have been acquired by gift or exchange. It is not the policy of the department to purchase land for park purposes, although it may be necessary to do this in order to protect some choice natural features. While admitting that this might be done it is expected that all such areas will be acquired by private or public donation, or through exchange of public land or its resources for privately held land.

["Our National Parks." Book One. By Mary A. Rolfe, formerly government lecturer in geology, Yellowstone National Park. Cloth. Beautifully Illustrated. Chicago, New York, Boston: Benjamin H. Sanborn and Company.]

## An Important Departure

LITTLE, BROWN & COMPANY, Boston, make an important departure in manuscript seeking. They offer a prize of twenty-five hundred dollars in addition to usual royalties for the best unpublished work on American history. It must be a single volume of not less than 200 or more than 350 book pages. It must be written in popular form, and at the same time constitute a genuine contribution to knowledge.

$2,500 PRIZE HISTORY CONTEST.

"Little, Brown & Company offer a prize of $2,500, in addition to book royalties, for the best unpublished work on American history.

"It must be suitable for publication as a single volume of not less than 80,000 nor more than 135,000 words, must be written in popular form, and at the same time constitute a genuine contribution to knowledge.

"The judges are: James Truslow Adams, author of 'The Founding of New England'; Worthington Chauncey Ford, editor, Massachusetts Historical Society; Allan Nevins, professor of American history, Cornell University.

"All manuscripts must be submitted to the publishers before October 1, 1928. The award will be made as soon as possible after the close. The work awarded the prize will be published in 1929.

"All manuscripts submitted in this competition will be considered, first, as competing for the prize, and second, for publication by Little, Brown & Company on terms to be arranged between the author and publisher. In addition to the prize-winning manuscript the publishers expect to find others worthy of book publication on the usual royalty terms.

"For full details of the contest write Little, Brown & Company, 34 Beacon street, Boston, Massachusetts."

## Days

By LOUISE DRISCOLL

"The old years took
Much good," I said,
"They have left me
Uncomforted.

"When will there come
A year so kind
I can choose what it takes
Or leaves behind?"

But the New Year stood
Unanswering,
And every day
Was a sealed thing.

Nobody knows
What the day will be,
And never a year
Has answered me.

The New Year carries
A bag on his back.
Now like a peddler
He comes with his pack.

But he will not wait,
As peddlers should,
While I choose between
The bad and good.

He gives to me
One day, and then,
Tomorrow he'll give
A day again.

I said to him:
"Old years have brought
Much that I never
Loved or sought.

Yet when it comes
With its full pack,
Swung like a peddler's
On its back,

I always think
That I may be glad
Of something there
I have never had!

—From the New York Times.

**THE NEW MERRILL SPELLER**

(*Leonard and Winship*)

Outstanding Features Are:

A scientifically chosen vocabulary of 3671 words

A special "Trouble List" of 284 words for intensive drill

A procedure which conforms to the laws of learning

An effective method of pre-testing

The frequent testing of ability to spell words in context

*The Speller Which Supplies a Teaching Procedure for Every Lesson*

**Charles E. Merrill Company**

New York Atlanta Chicago

# CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

## The Rugmakers

There was once a gentle mother living in Arabia who worked early and late at the making of a great rug for the hall of the mighty one. The frame on which she wove was set up in the sun outside her tent. The wool that she used came from the backs of the sheep that fed on the sunlit hill close at hand; the colors that she brewed came from the root and stems of plants; and the designs that grew into lovely things upon the surface of the rug came from the wings of butterflies. Round about her, as the mother worked, played her three little sons. First she would call to one of them. "Ibrim," she would say, "can you find me a new butterfly today as a pattern for this corner of my rug? Run to the wild thyme, my son, and seize the butterfly with the blue wings and the golden back, but hurt it not! Handle it as gently as thistledown, for when it has taught you and me something of its beauty, we will set it free again. Never, never, my son, do harm to any beautiful thing, for beauty has come forth from God." Then little Ibrim would run off and search and search until he found the blue butterfly with the golden back. Again the mother would call another son to her. "Efram," she would say, "I need color for my wools. Run into the valley and gather the roots. Gather roots for the golden yellow and bark for the deep red and twigs for the old gold and leaves for the sea-blue. Gather them all, my son, and tie them into bundles and tomorrow we shall build a fire under the kettles and draw forth the color and cool it in earthen jars. In this way your little feet, my son, shall go up and down on the borders of the rug, beautifully and swiftly, wherever the colors that you bring me go." And Efram would run off and toil all the long morning finding the colors for the noble rug. And again the mother would call the third and oldest son to her and say: "Samuel, today you must sheer the sheep in the pasture and bring me the white wool, and remember to wash it well in the brook, beating it upon the stones, for our rug must be clean and sweet for the feet of the mighty one." And Samuel would run off with his huge shears and clip the wool from the frightened sheep.

When evening came and supper had been eaten and all the world prepared for rest, the mother would take her three sons and stand before the great rug.

"See," she would say, "this is the day's work. Like a golden fence the border has been built on around the precious treasures of the field within. See how strong and firm I have woven in the wool of Samuel and how soft it is, and see what a lovely golden color it has caught from Efram's dyes and see how sweet and beautiful are the shapes it takes from the patterns of Ibrim's butterfly. Thus have we worked together for the common good. And now, come, my sons, to the other side of the rug. See, the tiny knots I have made, each one with great care, tying the threads of the different colors into one. See how many there are, hundreds and hundreds and each so important that the failure of the least of them would ruin the strength and loveliness of all the rest. Thus is it, my sons, with the lives we live, all knotted and tied together with a thousand joints, strong as the strongest and weak, my sons, as the very weakest. Now the night calls to us, the work of the day is done. Let us lift up our eyes and here, in the presence of our rug, give thanks for work, for the joy of it, for the strength of it, for the beauty of it, for the service of it."

The mother and her three sons have been dust for many and many a year, but the fleece of the rug is still soft to the feet of the mighty one, and the colors are lovely in his eyes, and the patterns of the blue butterfly are a never ending joy.

Copyright, 1926, by Joseph B. Egan. All Rights Reserved.

---

## I Hear America Singing

Noble prophetic words of one of America's greatest singers. Have you ever wondered what it means to sing? The mother sings as she clasps her baby to her bosom; she sings out of the fullness of her motherhood; the strong man sings as he labors at his task; he sings out of the fullness of the melody that lies in work. For the clean-hearted every task is charged with joy; the hammers ring, the saws hum; the hoofs of horses drum sweetly as they pass; machinery whirrs with the music of the steam behind it; no task too small, no service too little, but what there is music in the doing of it, if the heart of the doer finds it there. By means of song the spirit lifts itself in flight; have you ever noticed that only the winged creatures sing? Since mankind sings shall we deny him the wings of all singing things? Rather we shall look for wings and find them;—broad, ribbed with the beams of stars, shimmering with the silken glow of the blue heavens, strong as the winds and swift as the first beams of the rising sun,—wings of the spirit carrying us afar into the land of all blessed things.

### I HEAR AMERICA SINGING

By Walt Whitman

I hear America singing, the varied carols I hear;
Those of mechanics, each one singing his, as it should be, blithe and strong;
The carpenter singing his, as he measures his plank or beam,
The mason singing his, as he makes ready for work, or leaves off work;
The boatman singing what belongs to him in his boat; the deckhand singing on the steamboat deck;
The shoemaker singing as he sits on his bench; the hatter singing as he stands;
The woodcutter's song—the ploughboy's, on his way in the morning, or at the noon intermission, or at sundown;
The delicious singing of the mother, or of the young wife at work, or of the girl sewing or washing; each singing what belongs to her, and to none else.

---

## The Fool's Prayer

A judge and jury once sat and heard evidence regarding a murder of an abandoned wretch, whose whole life had been spent in violating the law. While the judge gravely listened and the lawyer argued and the jurymen yawned, a woman was dying of neglect in the next block leaving three helpless children to face a bitterly neglectful world. One-tenth the cost of that elaborate and senseless trial would have saved the woman and kept unbroken a sacred home. A business man called an architect into his office and went over plans covering the building of a great and useless house which the next generation would sell for junk. When the architect had gone the same business man called in an old employee and dismissed him from the service on the ground that he had outlived his usefulness. The cost of the stained-glass windows in the great mansion would have given ten years of comfort and peace to the faithful servant whose life had gone into the making the very money that was

denied him. In the following great poem the poet lays before us a mighty truth. 'Tis not by guilt we stay the onward sweep of truth and right. 'Tis by our follies and our selfishness, by any thoughtless act and wicked deed, by what we do not do, but should, that we hold the earth and heaven so far apart.

THE FOOL'S PRAYER

By E. R. Sill

'Tis not by guilt the onward sweep
Of truth and right, O Lord, we stay;
'Tis by our follies that so long
We hold the earth from heaven away.

These clumsy feet, still in the mire,
Go crushing blossoms without end;
These hard, well-meaning hands we thrust
Among the heartstrings of a friend.

The ill-timed truth we might have kept—
Who knows how sharp it pierced and stung!
The word we had no sense to say—
Who knows how grandly it had rung!

Earth bears no balsam for mistakes;
Men crown the knave and scourge the tool
That did his will; but thou, O Lord,
Be merciful to me, a fool!

---

## Fountain or Stumbling Block

In the Land of Real Things three boys once lived side by side in the village of the stone cutters. From dawn to dark on all sides of them they heard the merry rattle of the hammers on the heads of chisels and saw the bright chips fly, flashing in the sun, from the huge blocks being shaped by the busy hands of earnest workers. One day the master of the village called the three boys before him and said: "My sons, it is now time that you considered your life work. Outside, the hills are all full of uncut stone. Acres and acres of beautiful granite wait in silence for your ringing hammers to free the beauties hidden in the stone from the beginnings of the earth. Before you begin to hew the rock, however, you must choose a plan, otherwise your work will be without aim or purpose and lead to nothing but failure in the end. Here, on these shelves, some covered with dust, some well-worn and much used, some torn and tattered, but readable, some covered over with finger prints and tears, are enough plans to keep all the men in the world busy for a hundred years. Choose one for yourself and then select your block of granite and go to work." So saying the master left the three boys to rummage over the plans before them. The first boy was not easy to please; one plan was too hard to cut; the next was too long, the third was too wide, the fourth was too deep, but the fifth was slim and straight and short and apparently the easiest thing in the world to fashion out of stone. The second boy selected, after some debate, the plan for a stone chair. He smiled as he studied the angle of the back. "It will be easy to rest in," said he. He smiled as he studied the slope of the seat. "It will be comfortable to sit in," said he. He smiled as he studied the arms. "They are just righ. to rest my hands on," said he. The third boy looked over plan after plan. "The first one is too easy," he said. "The second one means nothing in the world. The third plan is beautiful, but is not useful; the fourth plan is ugly, and why spend hard hours cutting ugly things? The fifth plan will bring me profit, but will take my time from worthier business, but the sixth plan—a fountain where men gather to fill their jars, ah,—here is something worthy of my powers. To cut it out of solid rock, to place it on the main highway in a thirsty place, to bring the living waters down to it, to make it the means of joy and refreshment to all generations of men to come,—this is a task worthy of my life." As the three boys stood by the dusty window examining their plans the master came by. As he looked at the plans of the first boy he frowned. "My dear boy," said he quietly, "hold your plan up against the light and read for me the letters that appear there, but are now hidden from you," and the boy read: "Plans for a stumbling block. Placed on the highway of life, this will trip many a toe, including, of course, your own." Passing on to the second boy the master frowned once more. "Read it against the light," he said, and the boy read: "He who chisels a chair only for himself shall find it a hard one to sit on," but when the master saw the plans of the third boy he smiled and said: "Read!" and the boy read: "In thy brother's service is thy true greatness." Then the master passed on and the first boy shrugged his shoulders and, hugging his plan to his heart, went forth to fashion it, and the second boy dreamed of himself seated in his great chair, and smiled as he went forth to fashion it, but the third boy sought in the hills for the living stream that should feed his fountain before he laid tool on the fountain itself, and the day came when the first boy lay flat in the dust on the road, having fallen over his own stumbling block, and the second boy squirmed and wriggled in his high chair of stone far off from the loving care of others, and the third boy heard the gurgle of water in his fountain's pan. As he watched the silver pencil leap up and fall back again, a golden oriole dropped out of the sky, drank its fill, and with new strength in its wings went on again; a shy creature of the desert lapped at the overflowing stream and went happily away, and a wanderer seated himself thankfully near the sound of the happy fountain and untied the lacings of his heavy shoes.

---

## O, Why Should the Spirit of Mortal Be Proud

By William Knox

Note.—This poem was beloved by Abraham Lincoln. He learned it by heart and it is said to have profoundly affected him and influenced him.

O, why should the spirit of mortal be proud?
Like a swift-fleeting meteor, a fast-flying cloud,
A flash of the lightning, a break of the wave,
Man passeth from life to his rest in the grave.

So the multitude goes, like the flower of the weed,
That withers away to let others succeed;
So the multitude comes, even those we behold,
To repeat every tale that has often been told.

'Tis the wink of an eye; 'tis the draught of a breath,
From the blossom of health to the paleness of death,
From the gilded saloon to the bier and the shroud,
O, why should the spirit of mortal be proud?

Why, indeed? Because, amid all the dead things of an unending universe it, alone, has risen out of the dust, opened two bright understanding eyes, and looked afar through countless miles of space to recognize its Maker in some blue shining star. Because, amid the crash and ruin of all earthly things, the fall of trees, the rush of descending waters, the crash of waves, the slow ruin of the hills, the fall of kingdoms, it, alone, has driven on, unconquerable, majestic, supreme, untouched, gathering brightness in its intellect as it goes. Because in a world of laws and consequences, where all things are ordered by a stern command, where seeds rise into flowers of set design, where worlds follow their fixed orbits and dare not stray from them, where rock and earth are ground into dust beneath his heel, the spirit of the man, alone, remains free and unconquerable, unbound by any law save of its own making, upward looking, outward gazing, growing, understanding, subject only to its own free will, the one majestic being to whom it has been given to accept or reject the eternal decrees of God.

# EDUCATION IN ACTION

## Asks Chance for Students Who Study

The Daily Dartmouth, student paper at the college, recently advocated the segregation of all honor students on the Dartmouth campus. The editorial pointed out the fact that the greater number of college students attend the institution merely because they look upon it as "an amusing pattern of friendships and indolence." The average dormitory, the paper stated, is no place for a man to study if he wishes to on account of victrolas, bridge games and salesmen. The solution of this problem, the paper suggested, is to set aside a dormitory which will be occupied only by high scholarship men, all of whom regard study as the fundamental aim of college life. The segregation of this group of men, which would include all classes in accordance with Dartmouth's policy, would "be another step in the college's program of providing special treatment for those who interpret college in terms other than glamour and lethargy."

## Barnard Girls Hold Sleep Contest

Girls at Barnard College recently competed to make their classes the sleepiest in school. During health week students went to bed three or four hours earlier than usual and slept as late as possible without being late for class. Time of retirement and awakening was noted on a "sleep meter" by each student. Sleeping hours were computed at the end of the week and the class having the highest total was declared the winner in this contest, arranged as a feature of health week.

## Students Get World View

The part being taken by the great American universities in internationalizing the views of the people is exemplified by a bulletin just issued by the social science department of the University of Washington, which reveals the extensive range of international studies provided by this and other universities. More than 200 courses are outlined as available to both American and foreign students. The subjects include international law, international relations, foreign trade, shipping, international banking and finance, economics, history and government, education, journalism, philosophy and psychology, Oriental studies, sociology, geography and anthropology. The aim of these universities is, that in keeping with the growing interest in international relations since the World War, and with the essential and primary interests of the state and region which they serve they desire to make their measure of contribution to the general movement of international co-operation.

## Morals of Colleges Declared Negative

Morals of college students are "negative" today and there is a need of greater moral and religious influence in their lives, Dr. A. Lawrence Lowell, president of Harvard, believes. "To my mind the permanent value of all we do in the university is based upon moral considerations," Dr. Lowell wrote in his letter to the Harvard Alumni Bulletin. "Moreover, the whole defect of our colleges has been the fact that education has not in itself been a moral purpose in the great body of undergraduates. Our colleges have not done for the community what they should have done, because the students have not believed in the parable of the talents nor felt a moral obligation to improve in the college the talents they possessed. I do not mean that the morals of our students have been positively low—far from it—but they have been negative and the conception that they had a duty in college to prepare themselves, by developing their minds to the utmost, for the future service of the community has been lacking."

## Gardner High School Boys Learn Cooking

Twenty-four boys in the Gardner, Mass., High School have signed up for a course in the Pots and Pans Department, and according to reports are showing as much proficiency in the art of cookery as their girl schoolmates. The course is not compulsory, and no credit is given toward graduation. All that the two dozen youngsters are guaranteed is a knowledge of how properly to conduct oneself when turned loose in a pantry and kitchen; to get results that will make the family pound knife and fork on the table and ask for more. The class is in charge of Miss M. Gertrude Carney, instructor in sewing and cookery, and meets every Monday afternoon from 2 to 4. The boys wear white aprons and regular French chef caps.

## Akron Pupils Learning Harp

Under the direction of George E. McCord, superintendent of Akron, O., schools, harp classes have been instituted for pupils desiring the instruction. Students eligible for the course are those who have had training in music corresponding to third grade ability, who are able to read music at sight and who are of high school standing. At present there are eight classes totaling over sixty pupils. Classes were organized during the first two weeks of school when Professor Harry Chalmers gave brief recitals in each of the high schools in Akron. Superintendent McCord explained the plan for enrollments of the new classes and 220 signed to take harp. Professor Chalmers has been on the concert and theatrical stage and in the teaching profession for the last thirty years. At present he teaches piano, trumpet and harp in Akron and gives harp recitals. The harp is an instrument of modern times and the students will learn Bach, Brahms, Beethoven, McDowell, Salzedo and Schuecker. It is necessary to adapt the harp to school performance. As there is no published harp method suitable for the public school Mr. Chalmers is working out a plan for the presentation of class work.

## Pupils Resent President's Move as "Intimidation"

The presence of a stenographer from the president's office at meetings of students of the College of the City of New York is regarded by the Social Problems Club, an undergraduate organization, as "intimidation" and a "flagrant curbing of student opinion." A resolution to this effect was adopted by the club in protest against the presence of the stenographer, assigned to the meetings after the suspension of two students for making disrespectful remarks about the faculty at student discussions of compulsory military drill. President Frederick B. Robinson declined to comment on the resolution.

## College Dean Tells Why Some Men Fail

Dean B. H. Pershing of Wittenberg, O., College, dean of men, told the board of directors of Wittenberg that he knows of four reasons why men students at the college are placed on probation lists.. His reasons were: excessive hours given to remunerative employment; poor work in high schools; inability to organize a daily program; inattention to scholastic side of life.

### Assign Teacher To Hospital

A school teacher has been assigned to New Haven, Conn., Hospital to teach convalescent children their three R's. Absence of many pupils from primary schools because of illness was the reason for the move according to the board of education.

### Scholastic Aptitude Test Advocated

Advocating the scholastic aptitude test as an excellent medium for removing one of the so-called handicaps upon American education, that of leaving a brilliant student in a group in which he does not have to exert himself to meet the average of the group's work, Charles L. Stone, professor at Dartmouth College, told members of the New England Association of Colleges and Secondary Schools at their annual meeting in Boston that this test must not be burdened with more than it can bear. A test to determine scholastic aptitude should not be looked upon as a measure of the good a man will get out of college, he declared, for it will not serve to determine the success of a student's career. Nor is it as fitting a measure as the record of a student's grades for a four-year period, he said, for it is merely a three-hour examination and a sample of a student's ability.

### College Graduates For Elevator Jobs

Girl college graduates are desired as elevator operators by a New York department store. The explanation is that the position requires tact, personality and intelligence and is an excellent training for the ambitious girl.

### Students Want Louder And Funnier Lectures

Undergraduates at Cambridge, "bored stiff," have started a lively campaign against what is described as the "insipidity and utter uselessness" of the ordinary lecture to which they have to listen. They complain that the majority of the lectures are either inaudible or un-intelligible, or both.

### Teacher Facing Blindness Rushes to See World

Undismayed by a trick of fate which may leave her blind before many days, Miss Carol Hovius, twenty, who spent almost a year in Milwaukee, Wis., vainly seeking the aid of medical science, is now in Europe visiting art centres, viewing masterpieces of architecture and scanning historic scenes, that she may fortify herself against the dark years to come.. Miss Hovius was last reported in Munich with Miss Stella Hinz, head of the German House at the University of Wisconsin. An honor graduate of the University of Wisconsin and a member of the Phi Beta Kappa, she was teaching school in a small town in Iowa when her sight failed her. Specialists were unanimous in their verdict—in a year she would be blind. Her ailment is a rare disease which affects the eye so that double vision is registered. It has baffled science, and blindness invariably results, often swiftly. When Miss Hovius learned that she had only a year in which to see the world she determined at once to see just as much of it as she could.

### Collegians Need Work

Henry A. Theis, vice-president of the Guaranty Trust Company of New York, in an interview in the Daily Princetonian, undergraduate paper at Princeton University, said college men should work during summer vacations or indulge in outside activities while in college to learn to apply their knowledge. "As far as I am concerned," he said, "a man with a Phi Beta Kappa key has no advantage over the man without one when he first enters commercial life. He simply knows facts, but may be merely a bookworm and unable to put his knowledge to practical use."

### Voiceless, He Teaches Public Speaking Class

A gesticulating orator who can speak only in whispers teaches public speaking to a class of twenty-five men in a Milwaukee commercial school. He is the Rev. William T. Doward, former Milwaukee pastor, who has permanently lost the full use of his voice. The Rev. Mr. Doward was in demand as an inspirational speaker and he draws upon his knowledge of gestures, tonal expressions and effective phrases in giving his whispering lessons.

### Foreign Students Sing in 52 Languages

More than 100 students singing a hymn in fifty-two languages simultaneously, was one of the outstanding features of a meeting of the Cosmopolitan Club of Boston, at its annual pre-holiday meeting and candlelight songfest. The student membership of the club represents fifty-four nations, and the group is often referred to as the "Junior League of Nations." Members of the club are attending universities, colleges and private schools in and about Boston. During the evening the students were requested to sing Martin Luther's "Silent Night," in the language of their mother country. This they did with enthusiasm and effect. Another intimate touch was the presence of a miniature holiday tree, tastily decorated, that had been sent from a mother in Denmark to her boy, who is a member of the club. It arrived a few hours before the meeting and "son," with considerable pride, placed it on exhibition.

EMERSON
College of Oratory
HENRY LAWRENCE SOUTHWICK, President

The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to

HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

THE ARLO BOOKS
READING INTERPRETATION EXPRESSION

IS YOUR SECOND GRADE "EATING UP" PENNIE?

Here is a letter from New Jersey this week:—

"My second grade has just eaten PENNIE up. We have a hard time to keep them from reading the book too fast, they like the story so well. We have them not only tell the story, but dramatize it as well. Now they are constructing some scenes for their sand table to illustrate parts of the story."

Supt. James H. H. Bodge,
National Park, N. J.

Your second grades can read PENNIE now with real enjoyment. The vocabulary is the simplest possible, and the story is one of the most appealing of the whole ARLO series.

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

### Teachers Have Become Pupils

One of the largest and most comprehensive schemes of classes for teachers is that which is being conducted for the teachers in the day schools of London, Middlesex and Kent. It consists of many lecture courses and practical classes in a range of subjects covering every aspect of the work of education, and including also many lectures of a broadly cultural character, designed to give inspiration and intellectual refreshment to the men and women who are responsible for the education of the children in the schools. Modern educational developments and new methods are not forgotten.

*A Pageant for every holiday*

**SPECIAL DAY PAGEANTS**

For Little People

*By Marion Kenely and Katherine Bemis*

21 simple pageants for any number of children covering all the holidays, including Mother's, Father's, Armistice, Arbor Day, etc.

*Cloth, Price Postpaid, $1.50*

*Send for illustrated catalogue of Pageants, Folk Dances, Games, etc.*

A. S. BARNES & Co. *Publishers*
67 West 44th St., New York

*Just Published*

**THE ARFREDGAR FLASH CARDS**

**SERIES A AND B**

**Supplementary to**

**PRIMARY MUSIC A and B**

**AS IT SOUNDS**
**AS IT SINGS**
**AS IT LOOKS**

Other works by the same author:

**Cheerful Songs for Little Songsters**

**Help-Each-Other Records**

**English and Music in The Pedagogy of Reading**

**Primary Music C, for Grade III, in preparation**

Write for prices and discounts, to

**The Arfredgar Press**

**78 Beach St., Revere 51**
**Boston, Mass.**

# TREND OF THE TIMES

TAXPAYER'S DOLLAR is so divided that eighty-two cents of it goes for "wars, past and future," according to Secretary Mellon's annual report on the 1927 budget. "It is well known to students of public finance," says Mr. Mellon's report, "that the peace time budgets of modern continental nations are largely concerned with the costs of past and future wars." The budget for 1928 carries $645,000,000 for "national defence," a $20,000,000 increase over the present fiscal year.

EVERY YEAR 1,000,000 horses vanish forever from America's farms. Horse production in the United States is now back to where it was in 1895, but there are 339,789 more motor trucks on farms than there were in 1920, according to W. C. Parker, truck official. These great decreases are mainly due to the fact that the American farmer has discovered that the horse can be advantageously replaced in many instances with truck or tractor.

EXPERT HUNTERS are still stalking, after four years of work, the most valuable game at large in the world—the organism which causes the common cold. It is probably the most thoroughly organized and most painstakingly pursued quest which ever has been made for this particular prey. The specialists have shown, however, more nearly conclusively than it had been shown before, the innocence of two groups of widely suspected organisms. They are beginning to push into a third, even more obscure field, which most powerful microscopes do not penetrate.

CHINESE NATIONALISTS recently severed relations with Russia when they handed Russian Consul B. Koslovsky at Shanghai passports for himself and his colleagues. The Soviet trading organization and bank there were given ten days to close down. Hundreds of arrests were made immediately following the announcement in a nationalist round-up of reds in the Chinese city. The communist internationale in Moscow, upon learning of the break, urged all "workers and oppressed soldiers of capitalist armies" to support Chinese revolutionists.

FRENCH CHEFS prepare all the food served in Great Britain's Parliament as well as at the royal palaces. The Bank of England has its own chief cook, who hails from Paris. M. Paul Ferrau, chef at the House of Commons, is said to know more politicians and more of their secrets than any foreigner in the land.

THE EAGLE would be substituted for the donkey as the national emblem of the Democratic party, if the Women's Democratic Club of Philadelphia had its way. A resolution which was adopted unanimously, demanded the abandonment of the "unsightly donkey, as it does not stand for the virtues of the organization." Copies of the resolution are to be sent to Democratic clubs throughout the country for endorsement.

"GENERALLY GOOD" sums up the report on the health of the people of the United States in the year ended last June by Surgeon General Hugh S. Cumming of the Public Health Service. His report also stated that conditions throughout the world were the best on record. Elimination of yellow fever from the entire North American continent and almost entirely from the Western hemisphere was asserted in the report, which listed a case at Bahia, Brazil, in 1926, as the last of record in this part of the world.

SOVIET GOVERNMENT records show the following proportion of the economic activities of the nation under public operation: All railroads, steamship lines, telegraph and telephone services, electric light and power plants; all of the export and import trade, and all of the banks are controlled directly by the central or local governments. Eighty-three per cent. of industrial production is controlled by government trusts or syndicates. Of retail trade in industrial goods seventy per cent. is in the hands of the government, trust or co-operative stores. Government farms or producers' co-operatives account for ten per cent. of the agricultural output.

BULK OF BUSINESS of all kinds is still being carried on by relatively small concerns, declares the National Industrial Conference Board after examining some figures. Our greatest corporations play so big a part in the news that many people feel that the small business unit no longer has an important role in American life, and that the small business man is practically doomed. Any such sweeping inference is unjustified, the Board asserts.

# The BOOK TABLE

ESSENTIALS OF AMERICAN GOVERNMENT. By John Mabry Matthews, University of Illinois. Boston, New York, Chicago: Ginn and Company.

It is not easy to make clear the special features that justify another book of more than 400 pages for school use on a subject for which there are already a confusing number of books. The one thing that appeals to us is the fact that the spirit and plan of this book is to have the student start where he is and relate himself to government that he sees in action and after he appreciates this traces it back to cause of government as it is through government as it has developed.

The book differs somewhat from every other book that has been prepared for school use, not for the sake of being different but for the sake of meeting a need not heretofore met.

---

INTRODUCTORY CHEMISTRY. By Neil E. Gordon. In John W. Ritchie's New-World Science Series. Cloth. 608 pages. Yonkers-on-Hudson, New York, and Chicago: World Book Company.

This is an unusually large book, more pages and larger pages than usual, but the changes in the arrangement for the student to learn easily, understand clearly and retain permanently are the vital feature of this textbook.

There is always a clear-cut discrimination between laboratory chemistry in school and commercial chemistry in school. No student can use this book without thinking individually and clearly in every paragraph. The teacher is a skilful guide rather than a tourist guide. He makes the student want to know something, want to know why he wants to know it and how to learn himself what he knows that he ought to know.

The author says: "The science textbook cannot afford to grow 'stale'; it must contain new ideas and these must be based on the advancement of knowledge and proved application."

Many things which were previously difficult to students are made easy by the author's skilful use of the newer theories. It has been shown, for example, that the electrical theory of the structure of matter is interesting to high school students, and they can readily understand it. Dr. Gordon uses it to give a meaning to chemistry which, without this theory, the student does not get.

A division has been made into units of study with questions, experiments, and reading references accompanying each, and the whole organization has been planned to stimulate and guide the student in carrying out his own work.

The difficulties encountered in teaching chemistry are often the result of the student's attitude toward his work and his failure to "think together" the laboratory and textbook work. It is with this in mind that the author has blended experiments and text, following the true scientific method by which the student discovers for himself, rather than has things told to him. This plan should prevent mere memorizing of text and make chemistry an actual part of the world for the student.

---

THE CONQUEST OF THE AIR. An Historical Survey. By C. L. M. Brown. Cloth. 124 pages. London, England: Oxford University Press.

We have keenly enjoyed reading this historical account of ballooning. We always like to tie up facts with dates. The first balloon that ever sailed the air was the year that the British surrendered at Yorktown. The balloon was 110 feet in diameter and the hot air was produced by burning shavings and chips. It reached a height of 6,000 feet, and descended because the hot air cooled. That same year a silk balloon, filled with hydrogen, flew fifteen miles. Later that year, to test the effect upon life, a silk balloon, with hydrogen gas, carried a basket in which were a sheep, a goose and a cockerel. The balloon rose 1,500 feet and brought its live freight back safely.

No one can review the history of the struggle for the mastery of the air without recognizing the admirable courage and undaunted faith of the pioneers of flight. In the face of derision and indifference they were moved to attempt and accomplish deeds that may worthily rank with the more celebrated exploits of their fellow-adventurers on land and sea.

---

NORTH AMERICA: A SUPPLEMENTARY GEOGRAPHY OF THE CONTINENTS AND THEIR PEOPLE. By James Franklin Chamberlain, formerly president of the New Mexico State Normal School, Silver City, and Arthur H. Chamberlain, formerly professor of education, Troop Polytechnic Institute, Pasadena, Calif. Cloth. Illustrated. 360 pages. New York: The Macmillan Company.

Whoever succeeds in making a series of textbooks that are in general use has some distinctly professional personality, and the Chamberlain brothers, men of affairs as well as men with scholastic tastes and equipment, always succeed in clarifying and magnifying a personal unity to which they play true from start to finish. This book does this wonderfully well.

They have made a North American book from the West Indies and Central America to the Arctic zone. They select features of North American geography which in no wise would apply to the north or south of the United States. The United States is the keystone of the arch which has been made by the Spaniards on the South, the British on the North, and peoples from everywhere Americanized in the North and South, in the East and West.

Each of the Chamberlain brothers is an artist in portraying characteristics of nature and human nature.

---

LEARNING AND LIVING IN COLLEGE. By Carl E. Seashore, Dean of Graduate College, State University of Iowa. Paper, 124 pages. Published by the University, Iowa City.

This is one of the "University of Iowa Studies on Aims and Progress of Research."

This volume is the outcome of work in what is known as "The Gifted Student Project," under the auspices of the National Research Council During the War of Nations the Council was charged with the responsibility of locating and mobilizing the most promising men for scientific training and service, and this movement has been continued in the form of an effort to discover and motivate the youth who give promise of fitness for a learned career.

The Division of Educational Relations first undertook to make a study of the material facilities, such as laboratories, libraries, research stations, and other equipment, including stipends of all sorts which were available for the training of men in science. One of the findings of that investigation was that there is a great abundance of opportunity in the way of physical equipment and economic emoluments for deserving graduate students, but there is a shortage of men of the right kind to take advantage of these opportunities. The ablest men in the class are always offered unusual opportunities for going immediately into a life job to very excellent advantage economically; therefore, after counting off those

who were to enter the learned professions and those who had been enticed by good jobs, only a negligible number of students of exceptional promise were available for the facilities to be offered. An effort was made to devise ways and means of locating promising men for a scientific career at college entrance. This was found quite feasible.

The gifted student project became an effort to find what types of movements are on foot to improve collegiate organization and instruction in such a way as to provide adequate encouragement and motivation for the gifted student in the form of special privileges to the exceptionally good student.

The general conviction arrived at in the pursuit of the gifted student project was that the strategic place for the discovery and motivation of the gifted student is *in college* and not in the graduate school. If he does not find himself effectively in college the chances are small for his finding himself well in the graduate school. Therefore, those agencies which are interested in the encouragement of men of unusual ability with reference to a learned career must centre their efforts upon the undergraduate student. And it is the progress of such efforts that Dr. Seashore presents in this study.

---

MY WORK BOOK IN ARITHMETIC. By Garry Cleveland Myers, Cleveland School of Education, Caroline Elizabeth Myers. Heavy Paper. 128 pages, 8 by 11 inches. Cleveland, Ohio: Harter School Supply Company.

The authors bring together in this attractive form the best of their work that has been published in various ways at other times. It is quite refreshing in its new relations, ingenious devices and interesting methods. Teachers as well as children will enjoy it.

---

THE LAWS OF LIVING THINGS. By Edward J. Menge, Ph.D., Sc.D., Marquette University. Cloth. 530 pages. Milwaukee: The Bruce Publishing Company.

Biology is one of the later school subjects and the modern controversy places new responsibility upon authors and teachers. For many reasons we have given exceptional attention to this book of Dr. Menge, and it appeals to us from several angles. It is especially adapted to students from thirteen to seventeen years of age. The spirit of the treatment is admirable. It is strictly scientific without being fanatically pro-scientific. It is peculiarly adapted to use in public schools, for it interests students in the vital functioning of all living things, never dodges truth and never claims anything as true merely because it pays no attention to popular assertions that have no claims to demonstrated truth. It is in every way delightfully attractive pedagogically, historically, scientifically and civically.

---

PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS. By Monica R. Wild and Doris E. White, both of Iowa State Teachers College, Cedar Falls, Iowa. Cloth. 450 pages. Edited by Irving H. Hart. Published by Iowa Teachers College, Cedar Falls.

This is the most elaborate publication we have seen issued by any State Teachers College. No textbook publishing house produces a better piece of work than this, and at least one of the major countries of Europe has had it translated and reproduced as a government publication. It is a textbook for elementary schools prepared by members of the faculty of the largest state teachers college in the country, one of the oldest and best equipped, one that reaches all schools in the state as is rarely if ever done. There are many charts for exercises and games.

There is the music for more than one hundred different games. We are sure this has never been true of any other purely educational book for physical education for elementary schools. Indeed there are many similar features of superiority in this production of teachers in a state teachers college. Rarely does any university publish a book for elementary school use comparable to this production of a state teachers college.

---

CITIZENS' REFERENCE BOOK. A Textbook for Adult Beginners in Community Schools. By Elizabeth C. Morriss, director Community Schools, Buncombe County, North Carolina. With an Introduction by Howard W. Odum, University of North Carolina. Chapel Hill: The University of North Carolina Press.

The University of North Carolina is not only in step with the best activities of progressive universities, but is taking the lead in several important phases of school work. This is especially true in promoting aids for adults. The Atlantic South is not satisfied to have illiterates read and write, but promotes real education.

The story of the Buncombe County community schools, in which Mrs. Morriss, with the cordial co-operation of the county superintendent of schools, the county superintendent of public welfare, and the citizens and agencies of Asheville, has developed her teaching method, is one of the most interesting in the annals of the American adult education movement. Beginning in a small way with voluntary leadership and teaching, they have grown into consolidated evening schools as a regular part of the county system of education, utilizing buildings, school trucks, and other facilities.

Important as are the mechanical features of the Citizens' Reference Book the material selected is more significant. Every lesson uses the environment and interest of the adult students. There is nothing to humiliate them by magnifying their disadvantages.

The University of North Carolina is making an important contribution to the education of persons who react to every intelligent sympathetic effort to have them make the most of their native talent, overcoming the handicap of neglected opportunity.

There is nothing more beautiful in books for children from homes of University children anywhere than for the adults handicapped by lack of early opportunities in the Atlantic South.

---

## Books Received

"Introductory Chemistry." By Neil E. Gordon.—"George Rogers Clark." By Ross F. Lockridge. Yonkers-on-Hudson, New York: World Book Company.

"The Newspaper Club." By H. F. Harrington and Evaline Harrington. 239 West 39th street, New York, N. Y.: D. C. Heath and Company.

"Latin Syntax" (Form A). By Alexander Inglis. 15 Ashburton Place, Boston, Mass.: Ginn and Company.

"My Work Book in Arithmetic" (Book II). By Garry Cleveland Myers and Caroline Elizabeth Myers. 2046 East 71st street, Cleveland, Ohio: The Harter School Supply Company.

"Play Time." By Catharine T. Bryce and Rose Lees Hardy.—"Teachers' Manual to 'Good Times.'" By Catharine T. Bryce and Rose Lees Hardy.—"Teachers' Manual to 'Play Time.'" By Bryce and Hardy.—"Good Times." By Bryce and Hardy.—"Storyland." By Bryce, Hardy, and Edna Turpin.—"The Open Door." By Bryce and Hardy. New York, N. Y.: Newson and Company.

"Educational Psychology." By Edward Herbert Cameron, Ph.D. New York, N. Y.: The Century Company.

"The Squirrel Tree." By Margaret J. McElroy and Jessica O. Younge.—"Progressive Word Studies (5th and 6th grades). By J. N. Hunt.—Progressive Word Studies" (7th and 8th). By J. N. Hunt.—"World History Today." By Albert E. McKinley, Arthur C. Howland, and Matthew L. Dann.—"Spelling Notebook for Lower Grades." By Henry Carr Pearson.—"New Laboratory Problems in Civic Biology." By George William Hunter. New York, N. Y.: American Book Company.

"Child Health and Character." By Elizabeth M. Sloan Chesser.—"Reading for Honors at Swarthmore." By Robert C. Brooks. 35 West 32nd street, New York, N. Y.: Oxford University Press.

"La Farce Du Pendu Dependu" and "Le Carrosse Du Saint-Sacrement." By Prosper Merimee and Henri Gheon.—"La Famille Dupont." By Louis Marchand. New York, N. Y.: The Oxford University Press.

"The Teaching of English in the Secondary School." By Charles Swain Thomas. 2 Park street, Boston, Mass.: Houghton Mifflin Company.

"Picturesque Porto Rico." By Elizabeth Kneipple Van Deusen. New York, N. Y.: Silver, Burdett and Company.

"Religion in the School Curriculum." By John Bleadon Meyer. Boston, Mass.: Richard G. Badger, Publisher.

ESTABLISHED 1869

# HOLDEN BOOK COVERS

ARE

# BUILT TO WEAR

and are

Designed for Quick Adjustment to Books. Make your School Books last twice as long. Give your scholars a practical lesson in Thrift. Provide for a sanitary transfer of books from one pupil to another.

**HOLDEN PATENT BOOK COVER COMPANY**

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

## GRINS BETWEEN GRINDS

**No One to Advise Him**

Policeman—"How did the accident happen?"

Motorist— "My wife fell asleep in the back seat."—Life.

**Close Resemblance**

A slightly hilarious gentleman had mistakenly thrown his arms about a totally strange woman. He hastened to apologize.

"Scuse me, madam," he gasped. "I thought you were m' wife."

"You're a fine husband for any woman to have, you sot!" screamed the lady in rage.

"There, y' see!" ejaculated the gentleman triumphantly.. "Y' talk jus' like her, too."—Capper's Weekly.

**Hard Labor**

Economics Teacher—"What is the difference between Capital and Labor?"

Bright Pupil—"If you borrowed ten dollars that would be Capital, if I tried to get it back that would be Labor."

**Where He Drew the Line**

Jimmy's mother asked him if he would run round to the shop and buy her a packet of hairpins.

"No," replied Jimmy, defiantly. "I'm not going. I shouldn't like the people in the shop to know that my mother is old-fashioned."—Stray Stories.

**No Wonder He Cried**

"What are you crying for, my little man?" an old gentleman asked a small boy, who appeared to be much upset.

"Please sir," replied the boy, "I've been playing truant all day and I've just remembered it's Saturday."

**Basic Conditions Right**

Tea Shop Management—"I'm sorry you don't like my cakes. But I can assure you that this business was built up almost entirely on my cookery."

Candid Customer—"I don't doubt it, madam. With a few more buns like those you could build a hotel."—Stray Stories.

**The Secret Is Out**

Visiting Doctor—"How is it that your large family keeps so healthy, Sambo?"

Sambo—"Well, we got one of dose sanitary drinkin' cups and we all drink out of it."

**Logical Reasoning**

Nellie, six, complained of stomach ache.

"That's because you went without lunch," her mother told her. "Your stomach is empty."

The minister called that afternoon and remarked that he had had a severe headache all day.

"Maybe that's 'cause it's empty," explained small Nellie. — Capper's Weekly.

**Wm. B. Ittner, Inc.**

**Board of Education Building, St. Louis, Mo.**

Twenty-five years in School-house Planning and Construction

Nineteen years, Architect Board of Education, St. Louis

*Why Teachers' Eyes Need Care*

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

*Write* THE MURINE COMPANY
Dept. 77, Chicago
*for* FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES
Boston, Mass., 120 Boylston St. — Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. — Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. — Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. — Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. — Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

Established 1890 — Incorporated 1904
THE EASTERN TEACHERS' AGENCY
T. M HASTINGS, Manager — 6 BEACON STREET, BOSTON, MASS.

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn. — ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass. — GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

AMERICAN TEACHERS' AGENCY
New England and National — Alfred B. Morrill, Proprietor
816-A Myrick Building, Springfield, Mass. Tel: 3-1317
"The Right Teacher for the Right Place." } Correct either way,
"The Right Place for the Right Teacher." } with different emphasis.

### Western Students Taller

The average male student at the University of Minnesota is tall and slender and weighs around 141 pounds. In the height the average Minnesota student is about 1¼ inches taller than the average for the male population of the United States as disclosed by draft records. Men students at Harvard, Yale, Wisconsin, Cornell and Amherst are shorter than Minnesota students. These facts were disclosed in a study made by Dr. C. M. Jackson, head of the department of anatomy at the University of Minnesota, of more than 1,600 students, most of them freshmen. The parentage of the men students showed a preponderance of Scandinavian ancestry, but only a few were pure Norwegian or Swedish.

### Raps Charity In Education

By charging a man the full cost of a college education "regardless of his means, and in the same manner he would be charged for a railroad ticket from Boston to Chicago," the education would be confined to those who want it badly enough to pay for it instead of being "a gay adventure," the Dartmouth Alumni Magazine says in its current issue. "On the face of it," the magazine says, "it is not right that a man should receive his education for about half what it costs him to be educated by the college. Logically speaking, there is no more reason for that than there is for a man getting his clothing for half of what it costs. Education is practically the only thing that is operated on a frankly eleemosynary basis." The college world may as well make up its mind to face "the vexed problem," and should not deal with it without due consideration. The situation which now exists is an inheritance from the time when the colleges were frankly charitable institutions, supported by religious or philanthropic people with intent primarily to educate poor but worthy young men for the pulpit."

### Might Reduce Failures

Bearing a significant change from similar measures in the past, the new bill to create a department of education within the national government is looked upon by educators as an opportunity to solve the problem of school failures, estimated at one million annually. The measure now provides for a conference of state superintendents of public instruction, to meet periodically in Washington to discuss educational matters as they affect individual states. An outstanding problem in all sections is the propensity of children to fail in school subjects. "These failures," says Dr. William M. Davidson, superintendent of the Pittsburgh public schools and chairman of the legislative commission of the National Education Association, "constitute a great economic cost, in addition to the inestimable loss of spirit and initiative on the part of the children who suffer thereby. The principal function of the department would be to conduct nation-wide studies of educational problems in a manner comparable to the investigations carried on by the Departments of Agriculture, Commerce and Labor in their respective fields."

### Keep Some From College

"The greatest difficulty of a school principal is not that of getting boys into college, but of persuading certain types of boys not to go to college," according to Lewis Perry, principal of Phillips Exeter Academy. "No matter how well a boy may have done in his studies, if he regards them merely as tasks, and has no interest in any of them, he will waste his time in college," said Principal Perry.

### Reopen China Colleges

Eleven of the sixteen universities and colleges maintained in China by mission boards and societies in America have reopened their doors this fall and have about their normal number of students. Two of the other five colleges are definitely closed because of activities of the Communist Wing of the Nationalist movement, and three are presumed to be closed because information concerning them cannot be obtained. Nanking University, which was the most seriously affected by the Communist troubles in Nanking last March, is carrying on its classes with a complete faculty of Chinese professors and with a Chinese president.

### English Debaters Find Us Serious

Three English youths, who for the past three months have traveled through the United States, debating at thirty-seven leading colleges and universities, find that America is fitting her students to be integral parts of a great social system. To them, such training is in contrast with the English system which stresses the individual in the educational system. "You take things so much more seriously in this country," the English youths pointed out. "Our debates showed us that. American teams go to so much trouble when they begin to prepare for the forensic platform. And then their speeches are so definitely planned. English debating is much more fun. Winning isn't stressed. When we debated here we didn't know what we were going to talk about when we rose to the platform. We thought of it more as a friendly conversation about a dinner table. We saw only one football game while we were in America, but it seems to be true in sports as well as in the classroom. England stresses the individual more. Football, in itself, is a great system, isn't it?"

### For Broader Student Control

Broader student control in the colleges and universities with faculty supervision confined to cases of scholarship and morality was urged at the recent National Student Federation of America conference. The faculty power of vetoing acts of student councils was unanimously disapproved. Two hundred delegates attended this year's meeting at the University of Nebraska. The federation was formed at Princeton University two years ago and is a member of the International Confederation of Students, organized in thirty countries.

---

### Bequests From All

Columbia University has earned the right to be remembered by some provision in every will that is drawn in New York City because of its service to the community, according to Dr. Nicholas Murray Butler, president of the university, in his 1927 annual report to the Board of Trustees. The report again declares that Columbia "is under capitalized by some $60,000,000" for the successful discharge of its present obligations. "The lack of sufficient physical equipment for the present work of the university is glaring and almost impossible to explain satisfactorily to students, to visiting scholars and to the public," the report said. Columbia's total gifts for 1927 were $3,400,000.

---

### Colleges Gain 25%

Enrollment in American colleges and universities has increased twenty-five per cent. in the last five years, according to tabulations received by Dean Raymond Walters of Swarthmore College. The figures are from 211 institutions on the approved list of the Association of American Universities, showing their registration for November 1, 1927, as compared with November 1, 1922. In numerical rank the University of California and Columbia University hold their lead. California's enrollment, including both Berkeley and Los Angeles divisions, is first in the number of full-time students, of whom there are 17,311. Columbia has 13,275. In grand total enrollment, comprising 1927 summer school and part-time students, as well as full-time students, Columbia leads the country with 32,244 and California follows with 25,534.

## TEACHERS' AGENCIES.


**BARDEEN - UNION TEACHERS AGENCY**

PERSONAL ACQUAINTANCE DISCRIMINATING SELECTION
CAREFUL RECOMMENDATION

FREE REGISTRATION
PROMPT AND CAREFUL RESPONSE TO INQUIRIES

**BARDEEN-UNION TEACHERS AGENCY**
**301-303 East Washington Street, Syracuse, N. Y.**

**ALBERT TEACHERS' AGENCY**
**25 EAST JACKSON BLVD. CHICAGO**
**43RD YEAR** **535 Fifth Avenue, New York** **Peyton Bldg., Spokane, Wn.**

**TEACHERS WANTED** for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

**AMERICAN and FOREIGN TEACHERS' AGENCY** introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

**Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York**

**KELLOGG'S AGENCY** recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

**The Corlew Teachers' Agency**

**GRACE M. ABBOTT, Manager**

**120 BOYLSTON STREET, BOSTON**

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

**ALBANY TEACHERS' AGENCY, Inc.**

**Supplies Schools and Colleges with Competent Teachers**
**Assists Teachers in Obtaining Positions**

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

**74 CHAPEL STREET, ALBANY, N. Y.**

**SEND FOR CIRCULARS**

**FRANK IRVING COOPER CORPORATION**
**ARCHITECTS ENGINEERS**
Specializing in Schoolhouse Planning
**172 Tremont St., Boston, Mass.**

**WINSHIP TEACHERS' AGENCY**

**We have unusual facilities for placing teachers in every part of the country.**

**6 Beacon St. . . Boston, Mass.**

**ALVIN F. PEASE, Manager**
**Long Distance Telephone**
**Member of National Association of Teachers' Agencies**